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CAMPING MAGAZINE



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VOLUME VII

NUMBER I

OFFICIAL JOURNAL OF THE CAMP
DIRECTORS ASSOCIATION OF
AMERICA, INC.

Invitation

**To Manufacturers and Distributors of
Camp Equipment, Sports Clothing and
Supplies and Food Products.**

I

N CLEVELAND, on February 21, 22, and 23, 1935, the 15th National Convention and Exposition of The Camp Directors Association of America, Inc., will be held—the only national meeting of the year.

It will be attended by a large number of Camp Directors representing thousands of organized camps from all parts of the United States and Canada.

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of the Camp Directors Association of America

HOTEL STATLER - February 21-23 - CLEVELAND

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The Camping Magazine

Bernard S. Mason, Ph.D., Editor

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Some Viewpoints Underlying Program Building

By

BOYD I. WALKER

Associate Secretary Detroit Young Men's Christian Association

It is important that we get rather clearly in mind certain fundamental concepts of the purpose of camping and its program as we approach the consideration of our topic.

I. Social Adjustment as an Objective of Education.

Professor Morgan of Northwestern University has well stated that "the real test of a normal person is whether or not he can make social adjustments. The main object of education, then, is to fit an individual to become successful in his personal relation with his fellows. Any educational system which does this is doing a real service for its students; any system which makes its students less able to secure the love and friendship of other human beings is a failure." This concept of the purpose of education applies particularly to camping, for several reasons.

A. Camping is as nearly a completely controlled situation as it is possible to find.

The child spends twenty-four hours a day in the camp without any of the disturbing influences often found in the home or community relationships of the child. Dr. Thom of the Behavior Clinic in Boston has pointed out in his book, "Everyday Problems of the Everyday Child," that in our contacts with maladjusted children, we find that all too frequently we are dealing with problem environments and problem parents, rather than with problem children. This, of course, would apply equally well to a poorly adjusted person in camp serving as a counselor or director.

Example I—David first came to us when he was about nine and a half years of age. In the first

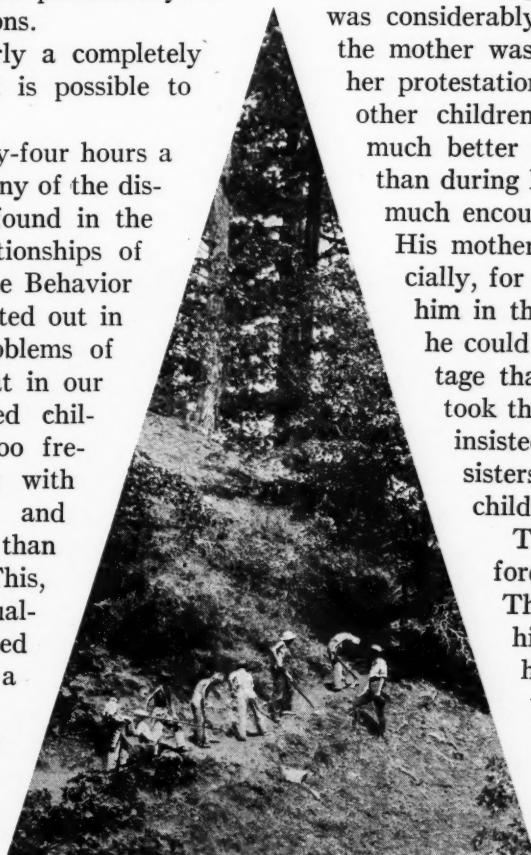
interview we had with the mother and David, the mother stressed the fact that David's grandfather had been a college president and that while David did not get along well with other children, especially boys of his own age, he was a very superior child.

David's first summer in camp revealed the fact that he did not get along well with boys of his own age. He lacked ability to do athletically what other boys of his age did with a great deal of facility. He was somewhat stocky and heavy and preferred to spend his time reading rather than participating in the games with other boys. He did not appear to be intellectually superior, nor was he ahead of his age group in school.

He missed a couple of summers and then returned to camp for another season. He was considerably heavier, physically, and the mother was much more emphatic in her protestations of his superiority over other children. David, however, made much better adjustments to camp life than during his first year and we were much encouraged over his progress.

His mother was very ambitious, socially, for David and constantly put him in the presence of girls where he could show off to better advantage than with boys. She always took the defensive for David and insisted he was superior to his sisters and was her perfect child.

Two more years elapsed before David returned to camp. This time he spent most of his time boasting how good he was in athletics but always found something else to do when the lodge wanted him to play with them. He also related, with an air of superi-



ority, his great skill in dealing with members of the opposite sex. He assumed an air of sophistication that was far beyond the average boy of his years. Between his two last seasons in camp he had been in the hands of a psychiatrist for a part of a year. They discovered the same kind of insistence on the part of the mother that David was a superior child. They also found the same effort on the part of the mother to defend David for his inability to get along well with other boys, and that she was very uncooperative herself with the clinic.

We finally persuaded the mother to send David to a private boarding school where he could be away from her influence and make his own adjustments.

Example II—Jack came to camp a very reticent boy. His emotional Data Sheet showed a lack of emotional adjustment that was surprising for a boy coming from his home background. However, at the end of the camping season he showed a very decided improvement. Each season he has shown a steady improvement in his Emotional Data Sheet, so that now he is one of the best emotionally adjusted boys we have. He has been in camp for six seasons and both of his younger brothers show a similar progress in emotional adjustment.

The difference in these two examples rests, of course, in the lack of willingness on the part of David's mother and the complete willingness on the part of Jack's parents to face the situations as they exist and to cooperate with the camp in meeting them.

B. The intimate and informal relationships of counselors, campers and directors tend to create, and to do so without strain or effort, wholesome, social attitudes and conduct.

For instance, the counselors not only take the place of father and mother, but also that of older brother and sister and companion. He or she eats, sleeps, swims, hikes, plays, works, or in short, lives the complete life of the camper during his stay in camp. The very freedom of the out-of-doors contributes to the naturalness of such social adjustment. The successful counselor is positive, sympathetic, cooperative and understanding in dealing with his or her charges.

Example I—Ed, a young man graduated from college last year, after graduation spent the summer in camp as a counselor. He came into the director's office a couple of months later as an insurance salesman. Naturally, the conversation turned to the boys who were in Ed's lodge during the summer. During the visit, Ed remarked that in the city the boys appeared much younger than they did in camp. He had a lodge of nine and ten year old boys. He said, "I considered each one a personality and could spend a whole half day with any one of them and have the time of my life but now they seem so immature." The whole approach in camp is different. Each boy is on his own. He must make his own decisions. He either acts impulsively and thinks about it afterward or else weighs the possibilities before acting. In any event, he is an independent personality and must be so dealt with.

C. Constant and thorough observation and analysis are possible in such a controlled and intimate life situation.

No social worker has the same opportunity to observe the response of the individual to all kinds of life situations, as does the camp counselor. Few case histories can compare in complete-



ness and thoroughness with those that are a part of the study of the individual in a well-directed camp. This leads us to the second concept of program which I wish to present at this time.

II. *Camping Programs and Methods in order to be most Effective must be Individualized.*

We must begin, then, with the interests, needs and abilities of the individual. Various means have been devised by which we may discover what are these interests, needs and abilities. The interest finder is a helpful tool in getting started. Quite often the individual has a number of undiscovered interests that are uncovered as he develops skill and confidence in a given line of endeavor. What does he like to do when he can do just as he pleases? What kind of a game does he play? Why doesn't he like to play? Why? What kind of magazines does he read? What kind of books does he read? What kind of movies does he prefer? Why did he come to camp? What, if he has been in camp before, does he like best; what does he like least? Why? What hobbies does he have? Who are his heroes? Why? What does he expect to become? Why? This last question furnishes us a strong lever in the guidance and direction of the individual.

Education or re-education is possible only when the individual moves on his own steam or initiative. The desire for re-education must become his before it becomes operative. Someone has aptly said that it is a crime to drive a person beyond his ability of achievement. Our greatest danger in dealing with children, however, is that we do not discover their real abilities. We are more apt to underestimate rather than overestimate. There is no greater incentive for a child than the confidence and respect of someone whom he admires, which is the usual position of the counselor. A counselor has untold possibilities in inspiring the

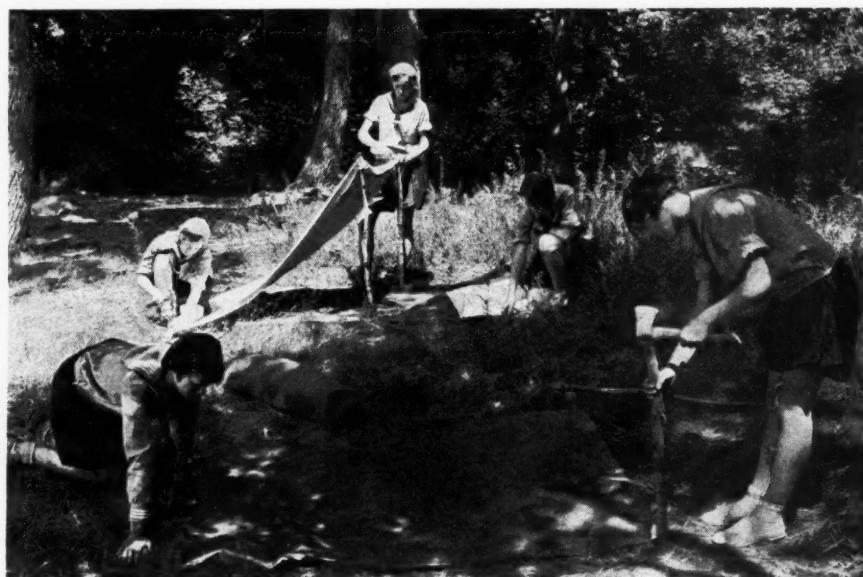
camper in acquiring and developing new skills, attitudes and behavior.

III. *The Whole Life of the Camp Constitutes the Program.*

All that happens in the life of the camper during his stay in camp goes to make up the program. We formerly thought that the formal phases of our camp program such as talks, classes, entertainments, etc., were the most important features. We now know that some of the most important learnings that take place in the life of the camper are the adjustments, or lack of adjustments, the wholesome or uncooperative attitudes, the constructive or destructive behavior patterns that are set up in the intimate life of the cabin group.

A new importance has been placed, therefore, on the position of the camp counselor. His selection, training and personal equipment has become a major concern of camp director and parents alike. No person can have too much personality, skill or training for such an important position. Just as no two person's fingerprints are alike, so no two campers are alike. Each child presents an entirely new and different combination of interests, needs and abilities to the counselor. No two persons can be handled or guided in the same way with the same methods; therefore, great adaptability is required of the counselors. If the counselor is emotionally mature, his own attitudes and conduct will be reflected in the life of his lodge. I can't imagine an unhappier nor more disas-

(Continued on page 29)



The Future of Organized Camping

From the Point of View of Physical Education

By

FRANK S. HACKETT

**Director, Camp Riverdale in the Adirondacks
Headmaster, Riverdale Country School
Riverdale-On-Hudson**

EDITOR'S NOTE.—This article is the outline of a lecture given by Mr. Hackett before the American Physical Education Convention in Philadelphia, in 1932.

THE summer camp for boys and for girls is today far the most hopeful field in American education.

Free of fixed courses of study, books, detailed organization, and supervisory bodies such as Boards of Education, the summer camp is rapidly blazing new trails in the training of the young. It is teaching them how to live and work together; how to cooperate—a lesson but little heeded in school; how to use leisure advantageously, wholesomely, happily—a resource of increasing value as the machine age decreases hours of labor; how to take care of themselves in and on the water, in the woods, and in emergencies; and, perhaps supremely, how to store up reserves of health through simple, hardy living.

The good summer camp is the salvation of this industrial era. It gives to youth even more than did the farm to the boys and girls of the agricultural age. Far too often they acquired their rugged virtues alone, apart from other youths. They tended to become intense individualists. Campers, however, find many group "chores" to do, and invariably the success or the neglect of one affects the tone of many. They remain individuals, but they learn that they are also social beings. Using means which are impossible to most schools—the life of woods, streams, and mountains, "the great open spaces"; continuous influence day and night over a period which in the eight weeks camp amounts to more waking time than a whole year in day school; and the lore of nature, woodcraft, scoutcraft, campcraft—the summer camp gives to boys and girls a training which in any life situation will prove invaluable.

Leaders in public life in America are begin-

ning to appreciate more and more the importance of the summer camp to the future of the country. Gifford Pinchot, Governor of Pennsylvania, has written, "I know of no finer education for our young people than the sort of outdoor life and experience which the good summer camp fosters. If at least one summer of real camping in the woods were required as part of the education of each student, there is no doubt but that we should be building better citizens." William F. Russell, Dean of Teachers College in New York City, also remarks, "In the days that lie ahead, our school masters must put more emphasis on the time not spent in school; and one of the important agencies which can help serve this function is the camp."

It is a pity that in American education we tend to compartments. Physical educators presumably are engaged in the education of the body, but is that something really apart from the mind or the spirit? Certainly not. When an athlete walks on the field, there goes far more than a hulk and so much skill. Whether he win or lose, into the contest there enters supremely a mind, a heart, and a personality. These are not developed by the old, formal setting-up exercises and gymnastics. They grow out of competition, out of group activities, out of natural exercise, and out of sustained interest in the fundamental laws of health.

Toward these, no means of education is more conducive than the summer camp. It is the natural place for acquiring skills in swimming, diving, boating of all sorts, hiking and climbing, casting, tennis, baseball, and a dozen other means of recreation, enjoyment, and health development.

For the man or woman engaged in education chiefly through these natural interests of boys and girls, the summer camp is a profession of the first importance.

Pathology of Swimming

By

B. MARK NOBIS

Possible Ill Effects from the Most Popular of Camp Sports

IT HAS been said that we enjoy doing those things which we do well. But there are people who swim well, yet who seldom go in the water. Some look on swimming as the most healthy of the various physical activities. Others shun bathing places as breeders of disease. There is much need for a more clear conception of what the swimming hazards are (granting that they do exist) and what to do about them. Every summer many children are forbidden swimming because of the belief that the water transmits the dread organism of infantile paralysis (anterior poliomyelitis), although there is no scientific evidence to support such a belief.

Many of the popular misconceptions of swimming hazards are exaggerations or misinterpretations of sound medical practices. It is quite commonly thought that it is both dangerous and harmful to dive in cold water after exercise has induced perspiration and a flushed skin. On the contrary, this practice is a most delightful and beneficial one. There are, of course, certain conditions in which such a course would be detrimental, such as pathologic heart cases, and exhaustion. And so it goes through the list of human phobias.

That there are certain disadvantages and ill effects from swimming is an incontestable fact. The cause and extent of these ill effects will probably always be controversial, although investigation and research in these matters has been started by the American Medical Association, American Red Cross, and others.

W. R. Redden lists four conditions which promote infection: (1) a susceptible host, (2) a point of entry, (3) a sufficiently virulent micro-organism, and (4) appreciable quantity of these organisms.

The problem then of preventing infection as it relates to swimming places would be to keep one's body in as good physical condition and tone as possible, to prevent or protect a broken skin, to treat the water and equipment, in the case of swimming pools, so that no harmful

organisms can exist, and to inspect bathers as possible carriers of infections.

The first two of these precautions are individual and personal problems. The last two are problems for the beach or pool supervisory authorities. In artificial swimming pools, a constant and adequate supply of residual chlorine in the water is necessary, along with the use of a hypochlorite or some similar strong germicide, on the walks. In addition, bathers should be inspected by attendants. Those with cold's or athlete's foot should be barred. A soap shower in warm water without a suit should be insisted on, as it removes loose hair, dried skin, oil, dirt, fecal excretions, and a large percentage of possibly harmful germs. This shower should be supervised. Otherwise it is of little value. It is constantly observed that people who are annoyingly fastidious about certain matters, are careless about showers before swimming.

There are some maladies peculiar to water activity which persist in spite of even the foregoing precautions. Among these maladies may be mentioned cramps, sunburn, eye irritations, sinusitis, mastoiditis, internal ear inflammation, and middle ear complications. With this formidable array, one might well ask, "Why swim"?

Eye Irritations

Eye complaints are not infrequent in bathing places. The most common are pink eye (epidemic conjunctivitis) and ordinary redness and irritation of the eye balls (osmotic conjunctivitis). Trachoma and gonococcus infection have been listed by various authorities but the evidence seems more presumptive than actual. When no other cause can be readily found, the tendency of many people is to blame swimming places.

Pink eye from water in swimming pools is rapidly dying out through the better and greater use of chlorination. If the chlorine content of a pool is within prescribed regulations, pink eye may be ruled out as a health threat.

Any swimmer who stays in the water long enough with his eyes open—and the eyes should ordinarily be kept open under water—will suffer from redness and irritation of the eyeballs.

This irritation arises from two causes: the difference in osmotic pressure between the water and the capillaries of the eye ball and lid; and the mechanical rubbing of the water against the eye ball.

Fresh water is hypotonic as compared to the blood. That is, it has a lower osmotic pressure than the blood. Consequently, opening the eye causes endosmosis which, if protracted, as during long-distance swims, may so irritate the eyes as to make keeping them open after the completion of the swim almost impossible.

Salt water has very much the same effect although the symptoms arise more quickly usually. The cause in the case of salt water is just the opposite of that in fresh water. Salt water is hypertonic; that is, its osmotic pressure is greater than that of blood. Therefore an exosmosis takes place marked by smarting and constant blinking of the lids.

The mechanical factor in eye irritation comes about through the rubbing of the water against the eye ball which dilutes and lowers the viscosity of the oily film covering the eye. This mechanical washing out causes a dry feeling in the eyes and constant blinking. Putting a few drops of sterile oil in the eyes *before* a long swim has been considered helpful. A few drops of oil *after* a long swim has a soothing effect on this mechanical irritation also.

If swimming pools had water which was a normal salt solution, the irritation due to difference in osmotic pressure would be eliminated. The water would then be isotonic, and endosmosis or exosmosis would not take place.

The only practical way to eliminate eye irritation at present is by using water tight goggles. The successful use of these goggles is to some extent dependent on the formation of the rim of the orbital fossae and the bridge of the nose. Some swimmers cannot make goggles fit properly because of the shape of the face around the eyes.

Ear Infections

According to McAuliffe "the ear is the organ most often affected in bathing." Middle ear infection (otitis media) is the principal afflic-

tion. Some cases of middle ear infection extend to mastoid disease and from thence to meningitis and death. There are reasonably authentic records of epidemics of middle ear disease from swimming. Boils in the outer ear (furunculosis of the external auditory meatus) are often ascribed to swimming and correctly so.

"Such cases (of middle ear infection) are more likely to occur in persons who bathe infrequently and so run the maximum risk . . . for the following reasons. The bather who bathes infrequently is out of training for the particular exercise involved in swimming, and so becomes soon and greatly fatigued. His heat regulating mechanism and his skin are alike unused to immersion in cool water, and he is very apt to chill. He is probably neither an expert diver nor swimmer, and so is more likely to swallow water, to allow it to enter the nose, to cough or to choke. Moreover, he will most likely select the hottest weather . . . and so will encounter the most crowded period . . . and the most impure water. On the other hand, the bather who bathes regularly experiences no fatigue and no chill, is much less apt to swallow water, and probably being an expert swimmer tries to avoid hours when his swimming and diving might be impeded by crowds."

It is difficult to determine just how the middle ear infection from swimming takes place. There are several possibilities. The least probable way is for pathogenic bacteria to be forced into the middle ear through the ear drum by way of the external ear. This is the layman's conception of how the infection takes place. This is only possible of course when the drum has been punctured or ruptured, which is hardly the usual situation. Even if the drum membrane has been punctured, it grows together again, so that after a year's time, infection by this route becomes a remote possibility. Bathing caps, rubber plugs and cotton wool evidently are useless to prevent otitis media except in those few cases where there is a perforated ear drum.

Most middle ear infection travels the route of the mouth or nose, the Eustachian tubes, and thence into the ear. The novice, as has been mentioned, is more prone to this than the frequent swimmer because he coughs and swallows more frequently, thus opening the Eustachian tubes. Also children are more susceptible

than adults because their Eustachian tubes are shorter, straighter, and wider, thus permitting more ready access to the ears.

On very infrequent occasions the inflammation may be limited to the Eustachian tube itself. Yawning and dry swallowing are helpful as in the case of harmless water in the middle ear.

Whether middle ear infection through the Eustachian tubes takes place as a result of polluted water traveling that route, or from the pressure of the water pushing pathogenic germs (frequently haemolytic streptococci) which are already present in the mucous of the nasopharyngeal tract, through to the middle ear, is a debated question. Probably both occur. However, if the first explanation is the true one, it is difficult to explain those cases of otitis media which occur in pools where a high chlorine residual is constantly maintained. It would seem that adequate chlorination would eliminate every possibility but that of hydrostatic pressure on pathogenic mucous already present in the nasopharyngeal cavity.

Treatment of severe otitis usually necessitates prompt perforation of and drainage through the tympanum. Otherwise, mastoid involvement may follow. In mild attacks, heat applied to the ears, yawning, and swallowing may be helpful. Some swimmers have the ability to open and close the Eustachian tubes at will. This sometimes helps.

In the matters of prevention, one should resist two tendencies. First, he should not blow the nose, for this exerts pressure through the tubes; second, he should not swallow, for this opens the tubes for the moment. These injunctions hold true both during and for an hour after the swim. Blowing the nose, particularly after a salt water swim, is very hard to resist

because the hypertonic action causes a running nose, but the feeling must be resisted and the drainage taken care of through bending the head forward and allowing the secretion to drip only. Mastoiditis may come about only through the middle ear. The prevention of middle ear infection is also the prevention of mastoid difficulties.

Sinus Infections

Sinusitis runs a close second to otitis as a condition resulting from swimming. Any of the four nasal sinuses may be involved, although usually the frontals are the source of trouble.

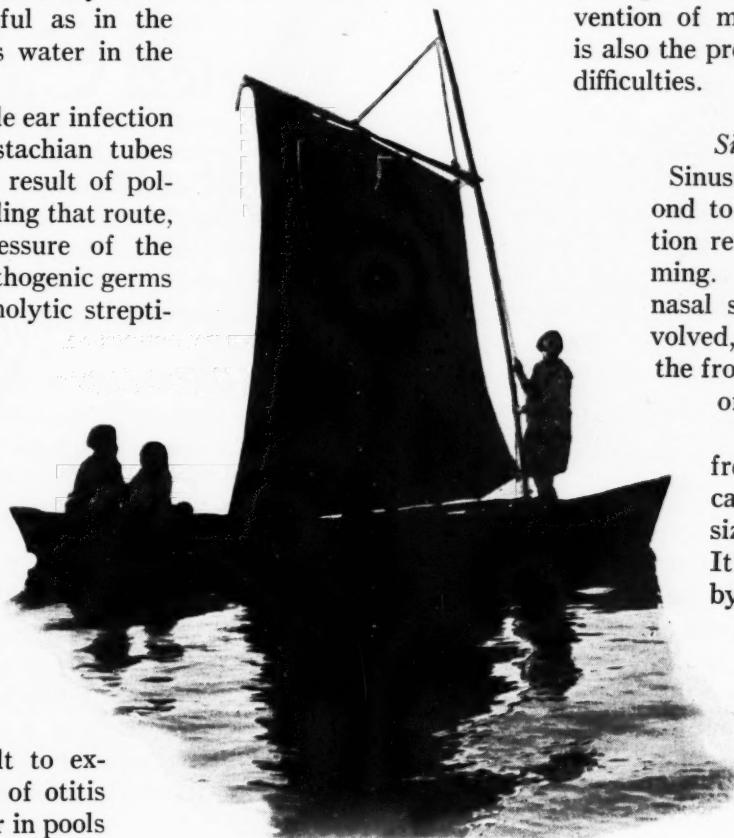
Sinusitis is more frequent in adults because of the greater size of the cavities. It is probably caused by violent blowing of

the nose and by jumping into the water feet first. The danger of sinusitis is greater in salt water than fresh water,

the salt water through its hypertonic effect causes a contraction of the tissues which clears and enlarges the openings into sinuses.

Experience would indicate that:

1. Properly filtered and chlorinated fresh water is as safe as any salt water.
2. Pools can be safer than open water.
3. Chlorination of all swimming water is desirable.
4. Loitering in wet bathing suits is unwise.
5. Jumping feet-first into water is undesirable.
6. Hair should be dried well and quickly.
7. Swimming under-water, especially for a long time or distance, is undesirable.
8. Sudden forceful expulsion of air under-water is undesirable.
9. Water polo causes ear and sinus troubles.
10. Swallowing while swimming is undesirable.
11. Blowing the nose during or after swimming is undesirable.





IN MANY camps in America, horsemanship is an activity of major interest. In many other camps, directors are finding that recent reductions in the cost of riding have brought this delightful sport within the range of their budgets, and consequently they are considering incorporating it for the first time. Outside the camping field, an increasing interest in horsemanship and in riding on the part of the general public is seen on every hand.

Riding as the Gateway to a Varied Camp Program

*Social Values of
Horsemanship for
Boys and Girls*

By

PORTIA MANSFIELD

Rye, New York

Co-Director, Perry Mansfield Camps
Colorado

Let us attempt to evaluate the worthwhileness of horsemanship as a summer-camp activity. Does it meet the requirements of an acceptable activity? Is it rewarding enough



in the results it accomplishes for campers to justify the expenditure of effort and money?

The first question one must ask in considering any camp activity is, do the campers want it? Is there an interest in it?

That the majority of boys and girls under average conditions possess a desire to ride needs no argument. As for those who do not care for it, it is our experience that a rough seventy-five per cent of these are merely timid because of lack of familiarity with horses, or because of some former mishap in which they lost confidence in themselves, or the horse. These psychological difficulties can be overcome in most cases under careful and sympathetic guidance. The most important thing is to have the rider retain confidence at all stages, and to develop judgment. To this end, it is better to have the rider undermounted than overmounted; and an educational approach, on the part of the counselor or teacher, is much better than the old military approach common among many riding masters. This creates a new need for counselors and teachers who are trained both in riding and educational methods, who can make riding an integral part of the educational and social life of our camps



and schools.

A second criterion which should be applied to any proposed camp activity is, does it have carry-over value? Is it merely something which is pleasant here and now, or enjoyed merely in youthful years, or is it something which can be enjoyed after camp is over and in years to come?

Viewed from this angle, riding is a most practical subject. Its carry-over value for adult life is enormous. It is one of the sports that is not considered too strenuous for middle age; and it is flexible enough for a wide variety of conditions, urban and rural, and with or without the participation of other people. Recently more interest has been taken in large groups; there has been an extension of hunting and drag-hunts, and the development of indoor riding and drilling with music. The latter makes riding a truly all-weather sport. Polo is no longer exclusively the sport for the wealthy but has become widespread all over the United States. Even teams for women and girls are not uncommon.

Aside from its importance as an adult recreation, horsemanship has characteristics which cause it to meet admirably the third criterion of a camp activity: It has distinct benefits be-





yond the use which may be made of the skills themselves—it aids in the physical development and social adjustment of the boy and girl. It aids in his organic growth through the development of big-muscle strength; in his neuro-muscular education through the development of skill; in his mentor-motor education through the use of judgment; and besides this, and just as important, in his impulsive or social development.

The latter is what we have most neglected, though theoretically making it an objective. It has usually been left to the personality of the counselor or instructor, instead of being concretely provided for in the program. But, if we are taking over the responsibility of the child's social development, should not more emphasis be placed upon it in a concrete way? If a child's social development depends upon his adjustment to his group, is it not important that he be relieved of the strain of being compelled to compete in sports in which he has fear of failure? Should not all camp activities be organized by one who is particularly understanding and sympathetic with the emotional difficulties of a child striving for popularity and success?

In all this, riding provides unusual opportunities. Not being as competitive as some of our sports, it is especially useful in a program which seeks to develop the child's self-confidence, and which strives to avoid over-empha-

sizing the competitive sports. It is a subject in which it is easy to direct the interest away from prizes, awards, team membership and popularity, as incentives, and direct it toward one's individual progress and the achievement of skill and judgment and the more social aspects of recreation. It can be enlarged to take in a large social group, and it provides constant opportunities for the use of courtesy, consideration, judgment, and quick decision.

Riding also provides opportunity to apply the principles of good posture and body mechanics, which are an aid to social poise as well as to health. In other words, it provides both social recreation of a type which can be beneficially enjoyed through life, and actual training in social behavior.

Coming now to the last criterion of an acceptable camp activity: Is it an on-going activity? Does it serve as a gateway to other activities? Can it be correlated with and does it lead on to other desirable camp subjects?

Viewed from this angle, horsemanship can be enriched in content until it is almost an art, and almost a science. It can be correlated with many other subjects in a way to create interest in them.

It can be correlated with the rhythmic arts by adopting a definite progression of rhythmic exercises in equitation. These improve the child's sense of rhythm, help him get the

(Continued on page 22)

Archery Golf

A New Sport for Winter as Well as Summer

By

PHILIP ROUNSEVELLE

Author of *Archery Simplified*

EDITOR'S NOTE.—This article was prepared by Mr. Rounsevelle just before his untimely death in an automobile accident this fall. Mr. Rounsevelle's contributions to the promotion of archery and the development of its techniques are many and outstanding.

Archery has long since established itself as a summer sport. The summer camps which do not feature it in their programs are few indeed. In archery golf, we find a new sport which is not only excellent as a summer-camp activity, but ideal for winter use. It takes archery out of the category of a fair-weather sport only.

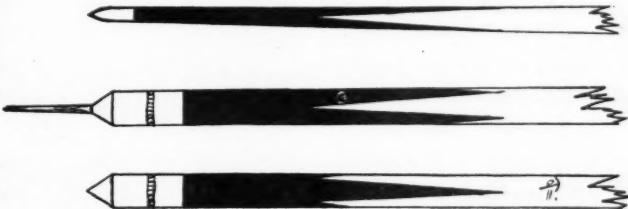
Archery golf is a sport that can be played out doors throughout the year, summer and winter, regardless of weather. There are only three requirements: sufficient open space, suitable clothing, and a modest investment in equipment. Both men and women get equally keen enjoyment from the game, and it can be played in mixed groups if desired. Neither snow, rain, nor frozen ground will stop it.

Archery golf is golf that is played with a bow and arrow, but as adapted for camp and school use, it does not even need a golf course. Any open field little used for other purposes will meet the need. Targets are set up around the field at suitable intervals of from one hundred to three hundred yards after the manner of the holes in a golf course. By judicious planning, a full nine-target course can be created in twenty or twenty-five acres, but even a five-target course makes an attractive range, especially where it is possible to shoot first up the course and then back down from target number 5, thus making nine targets in all.

While on regular archery golf courses, three kinds of arrows are used—flight arrows for distance, approach arrows for approaching a target (these have a long spike to prevent skidding) and target arrows which are used at

close ranges for shooting at the target—only one kind of arrow is really necessary for camp and school use. The regular target arrow will answer that requirement. To prevent breakage from hitting the frozen ground, footed arrows should always be used for winter play.

In setting up the range, the simplest and most inexpensive target is a bale of straw stood on end with a stake driven in the ground to hold it upright. Stuck to each face of this bale of straw by means of a long wire staple is a cardboard disk 4½ inches in diameter. On top of the bale of straw and fastened to it in the same way, is a direction pointer or arrow of wood or cardboard pointing to the next target and giving the distance in yards.



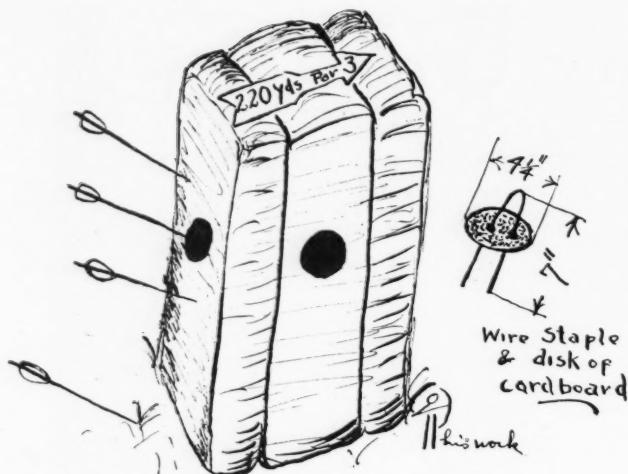
Top—A flight arrow, showing the fragile construction with strength sacrificed for lightness.

Center—A rugged approach arrow compared with a regular target arrow (below). Only arrows reenforced with a hardwood footing like these are suitable for winter play on frozen ground.

Each archer's equipment consists of one or two arrows and a bow, although the same bow may be used by all of the archers playing the round. No quivers, arm guards, or other paraphernalia is required.

As many as six or eight archers can start out in one group, and with proper target arrangement, three or four such groups can play on a nine-target course at the same time.

The method of playing the game is exceedingly simple.



The Straw Bale Butt

Standing at any target, each shoots one arrow at the next target. If the distance is long, two, or even three shots will be required to get within reasonable striking distance. Each succeeding shot is taken from the point where the preceding arrow came to rest. A score of one is counted for each shot taken and then, if the archer hits the little cardboard disk on any face of the target, he has "holed out." If he misses the disk and hits the straw bale, he is considered to have "holed out" and an extra shot is added to his score.

Since most of the time is spent in a brisk walk from one target to the next, and only a fraction of the time is spent in actual shooting, there is little or no chance to get cold in winter from inaction.

A few minutes of initial instruction is all that is needed to enable beginners to enjoy the game. The only instruction necessary, is to show them how to hold the bow and draw the arrow. They will soon learn that an angle of about forty-five degrees will give

them the best distance. They will also learn to sight down the arrow shaft in making close shots. It is not necessary to instruct them in the point of aim as a much simpler method of shooting will suffice, although, of course, the experienced archer has a distinct advantage.

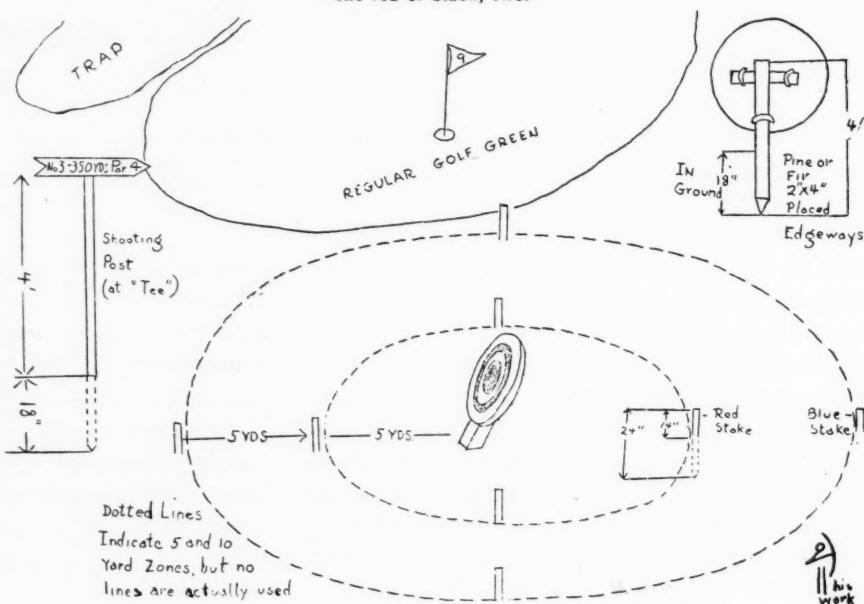
Safety instruction will, of course, be necessary at the start and the play of children must be supervised. However, even the most inexperienced are inclined to treat the bow with respect and to stand clear of arrows, both when shooting and observing. From the start the average beginner is able to direct his arrow straight down the course. The chief problem from the standpoint of supervision, is to see that the course is free from spectators who may wander into the line of flight.

Equipment

Regular archery golf requires (1) flight arrows for the distance shots, (2) approach arrows, and (3) target arrows. However, even though footed, flight arrows are easily broken. For this reason nothing but substantial footed approach arrows should be used for ordinary camp and school use. These arrows are made quite heavy and strong. The points have a small spike or nail protruding from the end

(Continued on page 29)

Archery golf target set up, as played at Olympia Fields Country Club, under the author's supervision. The 24-inch target is illustrated, but the 48-inch target is preferred if the budget permits. Arrows falling within zones but to the sides may be shot from front stakes. The gold counts one, the red or black, two.



A Forest, Game Preserve, and Park for Every County

*A Program Providing
Vast Camping Resources
for Everyone*

By

HENRY S. CURTIS, Ph.D.

AS THE pioneers moved across the country from the east, they found most of it covered with heavy forest. This forest harbored hostile Indians and predatory animals that preyed upon stock and poultry. To conquer it was the supreme task. It was the great enemy to be destroyed. No one realized that there was a place for woods in every civilization, and that a portion of the wilderness should be retained for the timber, game, and the appeal of the wild.

A considerable portion of the land that was thus taken up was unfitted for agriculture and should have remained in forest. But this was hard to determine in pioneer days. Under years of cultivation, however, it appears that much of this land has a very shallow soil or it is composed of sand or gravel through which all fertility rapidly leaches away, or it consists largely of hillsides which gully out under cultivation. Except in times of very high prices, this marginal land never returns a net income

to the farmer, and is soon deserted by the intelligent and thrifty. Such areas can be found in most counties in possession of a shiftless and oftentimes lawless element, who do a little desultory work on their land and a little work for wages for their neighbors. The houses for the most part are little more than shacks and usually in a tumbled down condition. The schools are apt to be a disgrace to a democratic community.

For several years it has been evident that we have a good deal too much land under cultivation. We have been raising more wheat and corn than we could sell. The Administration has paid farmers \$200,000,000 during the past year to allow a part of their land to lie idle in order that consumption might have a chance to catch up with production. It has been announced that the total spent in this way in 1934 may reach \$700,000,000.

Recently there have been a series of statements from the Department of Agriculture, the import of



which is that this is an emergency measure and that the intent is as fast as possible to return the sub-agricultural land to the public domain, which it never should have left. Here this land may once more produce forest, game, and recreation which it alone is fitted to produce profitably. \$25,000,000 has been set aside as a beginning in bringing back these marginal areas, with the statement that if this experiment is successful, the fund might be increased to \$350,000,000 in order to purchase 50,000,000 acres of this land. There are about 2,000 agricultural counties in America. If this fund were distributed among them equally, it should suffice to provide an average of 25,000 acres per county—a goodly area, a little more than a township.

Such a project would first of all remove from the country a considerable class who are living and must always live below the poverty line, so long as they remain where they are. But more important, it would furnish to all our people opportunities for recreation such as only the



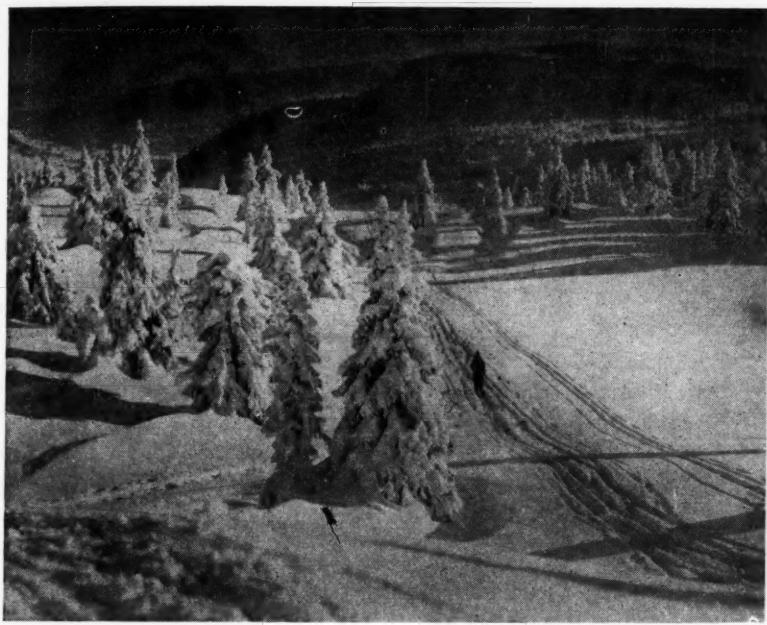
nobility and leisured classes have known before, but which our new day of technocracy imperatively demands for all.

This area should be at the same time a county forest and game refuge. It should enclose or adjoin a good-sized body of water, either lake or river. It should provide camp sites, preferably with rustic cabins, for the Boy Scouts, Girl Scouts, Camp Fire Girls, the Four-H Clubs, the Y.M.C.A. and Y.W.C.A., for play systems, for churches, and for schools that require such facilities. These sites would be used supposedly by different groups for camping during the summer, and for week-end parties and conferences by clubs and civic groups during the year.

Many of the more popular areas should have a tourist camp, probably with cabins as well as an area for tents, and a children's playground.

There should be picnic sites which might be leased for special occasions for church, school, or community gatherings, as well as free sites





with fireplaces, water and latrines for family gatherings.

In, or adjacent to, many of the parks should be golf links, ball diamonds, tennis courts, and grounds for horseshoe pitching and croquet.

As far as possible, waterside areas should have a good-sized beach with bath houses, canoes, and row boats.

While a system of parks such as has been outlined would provide for the needs of each county, it should be organized and directed, at least in the beginning, under state or national control, for the reason that the counties have as yet no personnel trained to handle this work. However, the policy of the government thus far has been to disregard the counties, and to select sites in relation to centers of population instead. There should result from such a system the following six fundamental advantages:

1. The withdrawal from agriculture of several million acres of marginal or sub-marginal land, which is now impoverishing its

owners and flooding the country with surplus production. It will achieve the same end as the federal government is seeking through paying the farmers to plow up their wheat and cotton and slaughter their live stock, but in this case the results will be permanent, while under the government plan this work will have to be done over again each year.

2. It will place at the disposal of every community a good-sized area of forest, which will remain a constant source of wood, posts, poles, lumber, and general forest products. At present, we are growing only twenty-five per cent of the timber we are using. This is a process that can not go on forever unless we wish to repeat here the tragedy of forest-denuded China.

3. The same area which is used for a forest should be also a game and fur preserve to replenish the surrounding country. A game preserve serves several important uses. As a protected area, it may be stocked with desirable species from the outside at the same time that indigenous species are protected. Animals and birds come to recognize such an area and soon grow nearly as tame as domestic animals. The value of the muskrat crop of Michigan is set at \$3,000,000 per year, while Pennsylvania estimates the annual value of her game crop at \$7,500,000, which is 6 per cent on \$112,000,000. The government would not need to pay more than three per cent on money borrowed to purchase reservations, and \$7,500,000 is three per cent on \$224,000,000. The state parks purchased by Indiana cost on an aver-

age about five dollars an acre, at which price \$224,000,000 would buy 44,800,000 acres of land, nearly as much acre-
(Cont'd on page 28)



National Conference of Camp Directors in Cleveland, February 21, 22, 23

Cleveland is the mecca of camp directors for 1935. In February, the annual trek of directors, counselors, and teachers from all parts of America and Canada will turn toward this mid-western city to meet in annual conference. The dates are Thursday, Friday, and Saturday, February 21, 22, and 23.

From the conference committee come preliminary announcements which promise a program of such color, inspiration, and educational value that no camp director or camp-interested person can afford to miss it. Every effort is being made to make the conference one of practical value to camp leaders.

Under the capable and enthusiastic leadership of Dr. William Vinal, General Chairman of the Conference Committee, a complete and efficient machinery has been established to care for every detail of the convention.

Mr. Carr Liggett is the Convention Director. Mr. Liggett is a former camp director and is a well-known authority on advertising and president of Carr Liggett, Incorporated.

The complete program will be released by the committee in the February issue of *The Camping Magazine*. Speakers of national prominence are to feature on the programs at the general meetings. There will be sectional meetings and panel discussions on all phases of camping and all types of camp problems, with the country's best authorities contributing. Booths and exhibits will display the latest in camp equipment, produce, and literature.

Counselors as well as directors are included in the plans and a special program is being arranged for them in which the particular problems with which counselors are confronted will be discussed.

While the conference is conducted by the National Camp Directors Association of America, Inc., a cordial invitation is extended to all camp directors of all types of camps—organization, municipal, private—whether members of the Association or not. Directors are particularly urged to extend the invitation to their counselors.

Teachers of public and private schools will occupy a conspicuous place in the gathering and are promised much of practical value. With the ever increasing emphasis on camping as an essential in education, the conference is being viewed this year as of unusual importance by the educators of the country.

The general public is invited to the general meetings at which national figures will speak on phases of the camp movement of interest to the general public.

The selection of Cleveland as the convention headquarters is a happy one. It is centrally located, near the center of population of camp directors, and is easily accessible from all points. The city itself offers much of unusual interest to camp directors and educators in general. Its camp projects, civic developments, and educational and cultural opportunities are such as to give the city an ideal atmosphere for this type of gathering. The camp directors of the Cleveland area are many in number and are laboring with rare enthusiasm to produce a significant and well-handled convention.

The Statler Hotel, headquarters of the conference, offers the finest of accommodations. The management is taking an unusual interest in this gathering.

Watch the February issue of THE CAMPING MAGAZINE for the detailed program.

The Camping Magazine

THE OFFICIAL JOURNAL OF THE CAMP DIRECTORS
ASSOCIATION OF AMERICA, INCORPORATED

BERNARD S. MASON, Ph.D., Editor

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Number 1

Seeking to Serve

THE CAMPING MAGAZINE is born of a distinct need. It does not enter the field anew for the promotion of any special point of view or the advancement of any form of particularism, less than the broad field of camping itself. And the field of camping is as broad as the fields of education and recreation.

The business of youth is to take on experience, and organized camping is still in its youthful stage. Youth is growth, and the camping movement, in the opinion of many, is just now swinging into an acceleration of growth unprecedented in its history. Now, more than ever before, there is a need that the experience, opinions, research, and thought of all camp leaders be passed on and integrated with those of others toward a greater, richer, and more educationally sound camping movement. It is toward this end that THE CAMPING MAGAZINE advances.

Why the camping movement, that this organ seeks to serve? We answer along five lines:

First, joy—the happiest possible period, be it long or short, that it is possible to offer those who seek the woods, lakes, and mountains. Falling short of this, the camping experience fails regardless of what else the experience may have accomplished, if indeed it can accomplish anything of a constructive nature when campers are unhappy.

Second, health and strength—not only in camp, but through the medium of camping, for

the maximum efficiency in and enjoyment of life. And camping does not rely on the tonic of outdoor life alone to attain this end, but calls to its aid the best of specialized skill.

Third, social adjustment—the development of attitudes, habits, ways, that will lead to successful, happy, wholesome living with other people.

Fourth, education in skills and techniques—not supplanting the school and home, but supplementing them, not for earning a living, but for enjoying leisure, for living life.

Fifth, the development of appreciation of finer things—in nature, art, music, literature, dramatics, and human personality.

Toward these five ends the equipment, leadership, administrative machinery, program organization, and activities of camping are designed and directed.

In all of these fields there is no unanimity of opinion regarding the solving of the innumerable problems which arise. THE CAMPING MAGAZINE welcomes the opinions, experience, and investigation of all concerned in camping—directors, counselors, parents, educators, and leaders in related fields. It is only through such cross-fertilization of experience that we can hope for growth toward true values and sound techniques in our respective efforts.

With this as its policy, THE CAMPING MAGAZINE seeks to serve.

Your Contributions Are Solicited

Happily for the editor, excellent material was near at hand and quickly obtained for this first issue. Time was too short to seek contributions from the field at large.

It is hoped that these pages in future months may contain articles on all aspects of camping, both organized and primitive. While discussions of educational and program theory are welcome and solicited, practical articles on activities, equipment, organization, and administration are particularly desirable. The magazine hopes to strike a nice balance between theoretical and practical subject matter; likewise between organized camp material and primitive camping or woodcraft material.

It is hoped that these pages may consistently be of practical and educational value to camp directors, counselors, parents, and indeed to the camp-minded public.

Toward this end, your contributions are awaited.

SUCCESSFUL CAMPWAYS

EDITOR'S NOTE.—This column aims to print each month short articles and contributions on practical subjects related to camping, which will be of value to camp directors, counselors, and campers, but which are scarcely long enough for feature articles. All camp leaders are urged to send in new ideas and wrinkles which they have discovered and found successful. Suggestions on programs, activities, equipment, administration, etc., will be of benefit to all camp directors. Ideas for both organized and primitive camping are in order.

Sponge Games

Many camps have installed the delightful game of badminton and other games using feathered shuttlecocks, only to find that the expense of the shuttlecocks was so great as to be prohibitive. The shuttlecocks are so fragile that the campers frequently ruined them in one period of play. Either when supplied by the camp, or when purchased by the individual, the outlay seemed too great to be justifiable.

Substituting an ordinary sponge for the shuttlecock solves the problem in a most satisfactory way. One sponge will last several seasons. It is light, bounds very freely, and acts in the air very much like a shuttlecock, being but slightly slower. Campers who have used both, frequently prefer the sponge.

To make the sponge ball, secure a large sponge (not sponge rubber) and cut it down with scissors to a round ball $3\frac{1}{4}$ to $3\frac{1}{2}$ inches in diameter.

Sponge Badminton.—Use the sponge and play regulation badminton with it. The rules of badminton may be found in any badminton guide. Two badminton rackets with wire strings, provided by the camp, will last the entire season with proper care.

Paddle Badminton.—In this sponge game, wooden paddles such as paddle-tennis paddles are substituted for badminton rackets. These can be made at a lumber mill from three-ply material. They are $14\frac{3}{4}$ inches long, $7\frac{1}{2}$ inches wide, shaped roughly like a tennis racket. Play according to the regular rules of badminton.

Spongeball.—This is a team game played with the sponge which resembles volleyball and is played on a volleyball court. Six players constitute a team. Each player uses a tennis racket or paddle. The play follows the rules of volleyball with the following exceptions:

(1) A second attempt is permitted in service if the first serve fails.

(2) The ball may be played only with the racket or paddle.

(3) Hitting another player's racket or paddle is a foul.

Hand Spongeball.—Hand spongeball is a game on the order of badminton played without rackets or net. The court is thirty feet long and twenty feet wide, with a line (imaginary net) across the center. Two to six players may play on a side and the rules of volleyball apply. The object is to bat the sponge with the hand over the line into the opposing court, and prevent it from hitting the ground when it is batted back.

Cure for Balky Campfires

Here is a knickknack for helping build a campfire that backwoods campers usually ridicule at first exposure, but once they have given it a trial, it invariably becomes as much a part of their equipment as their teapot. The gadget is called an "inspirator."

It consists of nothing more than a two-foot length of substantial rubber tubing of the size that comes on hot-water bottles, on the end of which is inserted about four inches of metal tubing of about the same size.

When the fire is laid and the match touched to it, put the end of the rubber tube in the mouth, hold the end of the metal tube near the fire, and blow. We thus have a veritable bellows that starts the fire flaming upward. When the fire dies down and the bacon or biscuits are not quite browned enough, a few puffs on the inspirator will do the trick without the necessity of adding more wood.

The inspirator coils up inside the kettle when the duffle is packed and becomes a regular part of the cooking outfit.

It may be argued that the inspirator is a modern devise and its use is not woodcraft. So is the axe for that matter, or the match. It may be argued further that good woodcraft does not need it. However, woodcraft is the art of living comfortably and conveniently in the woods, and the inspirator adds both to comfort and convenience.

The Year-Round Use of Camp Buildings

By C. FRANCES LOOMIS

Editor—Department of Publications, Camp Fire Girls, Inc.

Winter camping is becoming increasingly popular among Camp Fire Girls. This fact is now being taken into consideration in the planning of camp buildings. Girls living in New York City, for example, are able to use their camp for weekends throughout the year because buildings have been especially constructed for that purpose.

Camp Fire Girls Camps of Greater New York, Inc., serves the Camp Fire Girls and their friends from the five boroughs of the City of New York. In the choice of plans, they have had the close cooperation and supervision of the Commissioners of Palisades Interstate Park from whom we lease the buildings from year to year.

The first thought, ten years ago, when the first camp unit was built, was for equipment for a summer camping program. Requests from various groups to use the camps over winter week-ends suggested to the Board of Directors the possibility of developing camping as a year-round activity. But the buildings were not winter-proof and were unsuitable for small groups.

Consequently, when the two new camps were added, the need for one building in each camp which could serve that purpose was kept in mind. The result is an 18 x 36 cabin, lined with sheet rock, with a porch, a large open fireplace, and a kitchen. Each of the three camps now has such a cabin, each using the 18 x 36 dimensions with variations due to location, and winter camping has become one of the most popular activities of the year.

It will be interesting to see just how the same building fulfills a summer and a winter purpose. During the summer, the cabin is the camp director's home, and a real home it is with its cozy hearth and rustic furniture. Here the director holds an undisturbed councillor's meeting, or entertains members of the Board of Directors. Here a councillor on a rainy afternoon off finds a good book or broils herself a juicy steak in the fireplace. Although not in the original plan, it has recently seemed wise to transfer the living quarters of the activity councillors (those without shack duties) from tents to the director's cabin. This living plan is now working satisfactorily.

As to the winter use of these cabins, it is a small matter to transfer, from the main lodge to the cabin, sleeping, kitchen, and dining room equip-

ment to take care of a week-end group of eight to fifteen girls. Ten is the average number using the cabin over a winter week-end, while fifteen can use it when the weather is milder and the porch can be pressed into service. The summer living room becomes the combination sleeping and living room for winter campers. Incidentally, a wood or coal stove is installed for extra warmth. The guest room becomes the store room for extra beds, mattresses, and blankets, the porch becomes the wood-shed, and the kitchen works overtime, turning out steaming pot roasts smothered in onions, and every kind of chowder.

Here, you see, is a building which gives more service than any other building on the camp site. And not only is it used for the girls, but it also does fine service as a week-end conference spot for Guardians' Associations and business women's clubs—incidentally, serving to arouse interest in the Camp Fire Girls' organization on the part of the latter.

Rather than have the staff member make all the plans for meals and chores, each group has the fun of appointing committees, and in this way it becomes a real educational experience for the girls.

Activities in Winter Camp

Here again the group makes its own plans. One group may decide that this is the opportunity of the year for the winning of Nature Honors. Another group without access to adequate kitchen equipment in the city, finds in winter camp a fine setting for Fire Maker dinners. Still other groups, starved for winter sports—and most New York City groups are—fill their week-ends at camp with skating, coasting, and winter hikes. In any case, let it be remembered that the staff member advises but does not direct.

In winter camp, if ever, Camp Fire groups learn the meaning of "Glorify Work." For work there is aplenty. Water must be hauled from the nearby brook; drinking water must be boiled; the wood box must be filled, and kindling made ready for the next morning; fires need watching; there are meals to be cooked, dishes to be washed, floors to be swept. Yet all these are fun in this outdoor setting. Groups are hardly back from winter camp before they have eagerly laid plans for their next trip.

Riding as the Gateway

(Continued from page 12)

rhythm of the horse, and increase his relaxation. As an example of how horsemanship can be correlated with dancing, the Virginia Reel and other square dances can be done on horseback.

It can be correlated with art by giving the pupil an opportunity to express his love of the beauty of the horse and its movement in sculpture, artscraft, and drawing, and by stimulating an interest in investigating the work of artists who have made the horse a subject for sculpture, drawing, painting, and prints. It can be correlated with craftsmanship by teaching the rider to make his own bridle and name plate for his stall.

It can be correlated with literature, by having the group compile a bibliography of books of interest to lovers of horses.

Especially, it can be correlated with the study of the resources of the community and country-side through exploration, the finding and making of trails, the making of jumps of various types, and by the invention of devices for opening and closing gates on horseback. The resources of the community should also be studied in connection with the care of the horse—the localities having the best feed and pasturage at lowest costs, and the effects of climate and seasonal changes on the horse with the resulting advisable changes in its diet.

Riding lends itself admirably to a correlation with nature lore through rides along woodland bridle paths, road sides, streams, lake shores, and marshes. An informed counselor can impart much of nature familiarity in this incidental way. Riding overnight trips, sleeping under the stars, opens the way for a correlation with star study.

Horsemanship is, necessarily, correlated with science, because the rider must know the anatomy and physiology of both horse and rider, and the signs of fatigue. It can also be advantageously correlated with animal and human psychology.

Since such an educational approach depends upon the preparation of the teacher, it is urged that every training school for instructors in physical education, offer courses to camp counselors in riding, and offer horsemanship as a possible major. The following is a brief outline of a suggested course in horsemanship.

Training Course in Horsemanship

The objective of the course is to prepare counselors and instructors who will not only be able to demonstrate and teach skill in the saddle, but who will also make horsemanship an important tool in education. To attain this end, we not only teach the technique of the "park" and "forward seat," jumping, schooling, and polo to beginning and advanced riders, but seek to enrich the content of horsemanship by correlation with other subjects, interests, and activities, by means of stressing:

1. The importance of rhythm as a basis for technique.
2. The necessity of understanding human and animal psychology in demonstrating the principle that "good horsemanship implies, above all, good judgment."
3. The necessity of putting into practice in equitation the principles of posture and good body mechanics.
4. A scientific approach in the practical care of the horse, including some knowledge of the anatomical structure of both the horse and the human and knowledge of the various breeds and types of horses and their uses.
5. Its value in utilizing the resources of the country by exploring trips, the hunting and making of trails, the construction of jumps, and so on.
6. Its value as a gateway to interest in sculpture, graphic arts and literature, through appreciation of artists and writers who have taken the horse as a subject for expression, and also through some practical work in the arts or crafts, in which the pupil expresses his own interest in the horse.
7. Its value as a gateway to interest in nature lore through rides along trails of particular nature interest, and through incidental instruction on such trips.

In this course, every effort is made to make horsemanship an important and valuable subject in education, to enrich the content, and to widen the scope until it can be linked with other activities and interests. Particularly, every effort is made to correlate horsemanship with social behavior so that, under an understanding instructor, the pupil may be given the opportunity to develop sane judgment, consideration and courtesy, and may be put into situations which necessitate quick decision, certainty of purpose, and efficient muscular response.

Seen and Heard

ALONG CAMPING'S FAR FLUNG TRAIL

Miss Hazel K. Allen, Miss Eleanor Deming, and Mr. Frank S. Hackett are representing the Camp Directors Association on the Advisory Committee on Camps and Camping Sanitation of the Department of Health of the State of New York. This committee is making a thorough study of this subject and the question of the proper licensing of camps.

The Cleveland Camp Directors Association put on an educational campaign last spring through exhibits in department stores, lectures, demonstrations, and radio programs. These features are considered to have had great value in educating the general public. The Cleveland association is composed largely of directors of private camps.

The Chicago, Illinois, Girl Scout Council operated five Day Camps this summer in city parks, accommodating a large group of Girl Scouts, who were unable to attend a long term camp.

Dr. J. Wilford Allen of New Canaan, Connecticut, former director of Camp Po-Ne-Mah for Girls at South Kent, Connecticut, has been elected an honorary member of the New York Section of the Camp Directors Association of America. Dr. Allen, who has retired from the active field of camping, has always been keenly interested in the affairs of the Association.

Winter camps for Girl Scouts will be conducted this year at Camp Lone Tree, Oak Park, Illinois, at Four-Way Lodge, Chicago, Illinois, and at Camp Alice Chester, Milwaukee, Wisconsin. East Chicago, Indiana, carried on the most extensive winter camp program last year of any place in the Great Lakes Region.

The New York Section is cooperating closely with the Children's Welfare Federation of New York City and a number of camp directors were present at their luncheon on Thursday, November 15th. At this conference Weaver Pangburn, Director of Publicity, National Recreation Association, and Chairman, Social Work Publicity Council, spoke on the subject "How to Get the Most Out of Your Publicity."

Detroit, Michigan, Girl Scout Council has a new camp site of 300 acres, which is to be developed as a Pioneer camp.

Evanston, Illinois, Girl Scout Council has a new camp site of ten acres, which is adjacent to endless acres of which they have the use.

Oak Park, Illinois, Girl Scout Council has a new week-end cabin in one of the nearby forest preserves.

When the Community Chest of Cleveland had spent all its money for the bread line last spring, the newspapers rallied to the support of the agency camps and the children went to camp just the same.

Miss Dorothy Palmer, Vice-President of the G.S.C.D.A. attended English Girl Guide Camp Foxlease this summer. She observed different types of camping in several other countries. A complete report was made to the Association by Miss Palmer.

Richmond, Indiana, Michigan City, Indiana, Racine and Fond du Lac, Wisconsin, and Shelbyville, Indiana, operated their first Girl Scout camps this summer.

Madison, Wisconsin, Girl Scout Council leased the Kenosha, Wisconsin, camp for a three weeks season this year. Madison has not operated a long term camp for three years, having formerly used the Y.M.C.A. camp of Madison.

The Gogebic Parish Girl Scout camp at Hurley, Wisconsin, accommodates girls from a radius of 165 miles, including the copper mine country of upper Wisconsin and the Upper Peninsula of Michigan.

New England Association News

Ex-President H. W. Gibson's report of the session of 1933-1934 of the New England Association of Camp Directors shows a total attendance of more than three hundred at the four meetings held during the year at the Hotel Statler in Boston.

Four seminars were held at the annual meeting in March, dealing with the following subjects: (1) Pre-camp Training for Counselors; (2) Camper and Staff Participation in Camp Planning; (3) Singing and Instrumental Programs; (4) Parent and Other Visitor Problems.

At the meeting on November 24th, a forum was held on "What are the Principles Involved in Building a Camp Program." A high light of the meeting was an illustrated lecture on "The Beauty of the Commonplace" by Sumner R. Vinton.

ON THE TRAIL OF NEW BOOKS

Homemade Games. Arthur F. Lawson. (J. B. Lippincott Company, 1934) 258 pages, cloth.

Here is a book that will be received with wide open arms by many camp directors. It falls right in line with that approach to camp programming which holds that the living situation in the camp is the camp program; that the program projects are to be the outgrowth of the life needs and interests of the campers.

If there is a need or desire for more games or play equipment in the camp, here is the book that tells how the campers can make them—table tennis, shuffleboard, paddle tennis, box hockey, skiddles, dart baseball, exo, and scores of others. The desirable results will be threefold: the educational value of the building project, the joy resulting not only in the making but in the playing of the game, and the money saved by not having to purchase the equipment. There is still another value—the consciousness that the campers will have of having contributed a valuable game to the camp.

The games described are of the ideal type for camp use. Some are active for outdoor use, others are of the type needed for rainy day use in the recreation or dining hall. All equipment is clearly diagramed and the rules of the game described.

The book will also be found useful by club leaders, playground leaders, and schools; it is excellent for the library of any boy.

Angelo Patri concludes his foreword to the book by saying:

"So I second the author of this book, a camp-trained boy, who found joy in making his own games. To all those other boys who long with a great longing to do something, to have something, to use something that is their very own, he offers the way. I hope that this way will be opened to them by all those whose duty and privilege it is to lead boys."

B.S.M.

Legends and Dances of Old Mexico. Norma Schwendener and Averil Tibbels. (A. S. Barnes and Company, 1934) 111 pages, 8 vo. cloth. \$2.00.

This collection of authentic historical dances of old Mexico should meet with a particularly enthusiastic reception from camp dancing counselors as well as dancing teachers in general. The dances are of Mexican-Spanish, and Mexican-Indian types, but to one familiar with American Indian dances they seem to possess much more of the Indian. The most of them have their source deep in Aztec lore.

The many camp dancing teachers who seek the primitive and particularly the Indian element in their dances will find this book exceedingly valuable. Less strenuous than most American Indian dances, these steps and routines lend themselves admirably to girls and mixed groups. They are within the capacity of the average camp group. The legendary lore, the peculiar symbolism, and the costuming are particularly intriguing to youthful minds and fit admirably into the camp setting.

Authentic Mexican music is given for each dance, but the chief source of accompaniment is the use of percussion instruments. Ancient, primitive drawings by an unknown Mexican artist illustrate the symbolism of each dance and add interest to the book.

B.S.M.

Basket Pioneering. Osma Palmer Couch. (Orange Judd Publishing Company, 1933) 172 pages, cloth. \$1.25.

The title of this book is aptly chosen. It is more than a book in basket-making—it is a book in basket *pioneering*. Departing from the beaten trail of basketry which relies on commercialized materials, this book takes us into the woods and fields and shows us basket materials in a surprising array of variety and abundance.

The book breathes the spirit of craftsmanship, it breathes the creative spirit, and what is still more interesting to camp leaders, it breathes the spirit of the open spaces. It is a book of woodcraft.

Basket Pioneering will be of particular interest to those camp counselors who feel that the craft program in camp should rely on the use of the natural wild materials which the particular locality offers.

Through diagram and description, the various methods of making stitches, handles, bases, covers, and borders are made clear.

B.S.M.

Recreation for Girls and Women. Ethel Bowers. (A. S. Barnes and Company, 1934) 425 pages, 8 vo. cloth. \$3.00.

Here is a surprisingly complete and comprehensive collection of recreational activities for girls—physical, creative, social, mental, and service. Activities for the infant, the pre-adolescent girl, the adolescent girl, the business girl, and the matron.

The book proposes to present a collection of activities for girls alone, not following too closely the traditional play activities of boys. Curiously enough, however, aside from boys' athletics, one is

impressed that here is a volume containing a wealth of recreational activities for leaders of boys as well as girls. No leader of girls will want for program ideas with this collection of material at her disposal.

In the hands of a camp program director, a more varied and comprehensive program would certainly result.

Part I deals with activities; Part II with methods of organization and administration of recreational group work. General methods of ascertaining interests, building attendance, and checking results are presented, as well as detailed methods of conducting the specific recreational activities.

The book was prepared by Miss Bowers for the National Recreation Association. B.S.M.

The Theory of Play. Elmer D. Mitchell and Bernard S. Mason. (A. S. Barnes and Company, 1934) 547 pages, cloth. \$3.00.

The authors have divided the book into four parts: Part I gives the historical background of the play movement, Part II is a theoretical explanation of play, Part III discusses the need for play in modern life, and Part IV is concerned with the administration and organization of play.

In the discussion of the Theoretical Explanation of Play the various traditional views regarding play are presented and compared, and it is shown that these theories do not satisfactorily explain all of the various phases of play. The authors then present a new theory, called the "self-expression" theory, which they maintain holds a number of distinct advantages over the former traditional theories and "adequately accounts for essential aspects of play behavior." This theory emphasizes the role of *learned* responses, of habits and attitudes, as the principal source of motivation.

Especially challenging to all play leaders, and particularly to coaches and directors of athletics is the summary in the chapter on "The Definition of Play." (1) Play is activity; it is not idleness, but is in contrast with it. (2) Play is not limited to any particular form of activity; it may be neuro-muscular, sensory, mental, or a combination of all three. (3) The value of play in education is due to its power to interest the player, absorb his attention and arouse him to enthusiastic and persistent activity. (4) Whether an activity is play or not depends on the attitude of mind of the doer toward the thing he is doing. Thus it follows that there is no particular activity that is always play, neither can an activity be mentioned that may not under some conditions be play. (5) The essential characteristic of play is a satisfaction in the activity itself.

The chapters on "Boys' and Girls' Clubs" and on "The Organized Summer Camp" are especially timely, and should prove to be of unusual interest

to all leaders in the multitude of organized efforts in the field of youth betterment.

The various types of club organization in general use are described and their methods and objectives are summarized. The two general types of programs used by group organizations are: (1) the *pre-arranged program*, formulated by a national headquarters, and to a lesser extent by local city headquarters, with some provision for adaptation to the local groups; (2) *the program which is an outgrowth of the interest of the local group*.

It seems to the reviewer that the authors are to be commended for the careful, critical and withal sympathetic manner in which they have analyzed and evaluated the various types of programs as presented by such organizations as the Boy Scouts of America, the Girl Scouts, and the Camp Fire Girls, on one hand, and the Boys' Club Federation, the Boys' Department of the Y.M.C.A., and the Girl Reserve movement of the Y.W.C.A. on the other.

Organized camping is presented as an integral part of the present-day play movement, with definite objectives in the fields of health education, social adjustment, education for leisure, and character formation. Among the topics which are treated are: Staff Organization and Leadership, Camp Activities and Programming, Honors and Awards, Age Classification of Campers, Discipline, Precautions for Safety, and Measuring the Results. Emphasis is placed on the recent trend toward *unit* camping, as distinguished from the older type of the larger massed group.

Other chapter headings are: The Physical Benefits of Play, Play and Mental Growth, Play and Character Formation, Play and Citizenship.

The volume is appropriately dedicated to the memory of "Wilbur P. Bowen, Pioneer in the Field of Physical Education and Recreation."

PAUL B. SAMSON
*Professor of Physical Education,
Michigan State Normal College,
Ypsilanti, Michigan.*

Bird Houses of Today. J. V. Eagan. (South Park Commissioners, Chicago, 1934) 57 pages, paper. 35c plus postage.

This is one of the delightful Leisure Hobby Series prepared by the Recreation Department of the city of Chicago. It is the most complete and modern collection of bird houses that has come to our attention. No printed matter, but artistically executed drawings with specifications comprise the book.

These bird houses are different. They are distinctly modern in lines — and artistic. The drawings constitute a nice piece of craftsmanship and will lead to good craftsmanship in bird-house construction.

B.S.M.

New York Section News

The following are the recently elected officers of the New York Section:

President: Miss Hazel K. Allen, Girl Scouts, Inc., 570 Lexington Avenue, New York City.

Vice President: A. J. S. Martin, Y.M.C.A., 420 Lexington Avenue, New York City.

Secretary-Treasurer: Robert Denniston, Tarrytown, New York.

Board of Directors

To serve until October 1, 1935: Raymond C. Frank, Miss Mildred Hamburger, Miss Mary Esther Waldo.

To serve until October 1, 1936: William H. Ball, Miss Elizabeth D. Embler, Mrs. Paul H. Welch.

To serve until October 1, 1937: George F. Deniston, Ernest P. Roberts, William Rothenberg.

Section mailing list that of the Secretary-Treasurer, Tarrytown, New York.

Bear Mountain Meeting Opens Season of 1934-35

In spite of a driving rainstorm, over fifty members of the New York Section spent the afternoon and evening of Saturday, October 6th, at Bear Mountain at the first section meeting of the current season. Miss Ruby M. Joliffe was our hostess.

In the afternoon the party journeyed by automobile over the new road to the top of Bear Mountain, the clouds lifting sufficiently to permit magnificent views of the Interstate Park and the Hudson River. Upon returning the party divided, some going over the well known nature trail, others visiting camps in the vicinity.

Miss Allen addressed the group early in the evening, and then an excellent supper was served by Bear Mountain Inn. Following the meal, Miss Mary Wood Hinman, of the Folk Festival Council, directed an evening of folk music and dancing in one of the assembly halls.

Hear Butterfield at Second Meeting

At the November meeting of the Section, held at the National Board Y.W.C.A. on Friday evening, November 16th, Oliver M. Butterfield spoke on his observations in regard to the value of individual guidance in summer camps. Mr. Butterfield has had a wide experience in dealing with children and young adults, both in California and in the eastern section of the country.

Mr. Frederick L. Guggenheimer of the National Executive Committee brought the group up to date on the latest plans and decisions of the National Board of the C.D.A.A. A social hour followed.

Girl Scout Mid-West + + + Section News

The membership of the Girl Scout Mid-West Section of the Camp Directors Association, which was organized in October, 1933, is made up of Camp Directors of Michigan, Wisconsin, Illinois and Indiana. The average attendance at the monthly meetings held in Chicago for the past year was thirty.

The camp counselors blank which was drawn up by this group, with the advice of Miss Margaret Svendsen of the Institute for Juvenile Research and C. E. Hendry of George Williams College, was ready for experimental use in the summer camps. Revisions of the blank will be based upon the results of the experiment which was made by a selected group of experienced camp directors.

A study of all types of records, programs, individual, business and others, is being made by the group, with a view toward possible standardization. Every type record available is being considered for its good points in this study.

Fifty Girl Scout camp counselors and twenty-six camp directors were trained for two weeks prior to the opening of the long term camps last summer. A similar course will be given at Pottawatomie Hills Camp, Elkhorn, Wisconsin, in June, 1935.

Hedley S. Dimock will talk on staff training at the January and February meetings, to be followed by a lecture by C. E. Hendry in March on the voluntary and self-motivated program and group leadership of the camp program. An expert will take up the subject of healthful camp living and the fatigue curve of staff and campers at the April meeting.

The Girl Scout C.D.A. will cooperate with the Chicago Council of Social Agencies and George Williams College in the Annual Camp Institute.

One Picture is Worth 10,000 Words

So said Samuel P. Johnston of the Johnston Advertising Agency, San Francisco, in addressing the 1934 conference of the Pacific Camp Directors Association. "Camp booklets should have real individuality," he pointed out. "One picture is worth 10,000 words. Cuts add to the attractiveness of the page. The picture should have plenty of action, and the type should not be too small for the length of the line. If the boy is good enough to come to camp, he should receive an attractive invitation. Use an envelope in mailing. Big pictures are always more effective than small ones. If it is printed, it is more to be believed than the spoken word."

"Cap'n Bill's Column"

You will find that the Cleveland Camp folks are glad to have the opportunity to be your hosts. You will be quick to sense the welcome which greets you. Clevelanders are interested in the Camp Directors Association and its aims and objectives. Camping is news in Cleveland, and this notable gathering of camp directors will receive the publicity it deserves.

In 1933 the citizens pledged \$3,368,002.30 to assist one hundred local agencies, many of which have camps. The Group Work Camp Council in cooperation with the School of Applied Social Science of Western Reserve University last year put on a Camp Counselors Training Course. During the camp season, a committee appointed by the Group Work Council rated each camp according to its health standards, equipment, and program.

Many students of social welfare come to Cleveland to study the Warrensville Farm work, where 1,000 boys and girls camped during the past two summers, sent by the city Welfare Department. The farm occupies 2,000 acres, has its own vegetable products, dairy herd, and recreation hall, built by men from the House of Correction. Visiting camp directors will wish to know about this project.

Camp directors will be much interested in the educational opportunities which Cleveland offers. Many will wish to see the Jane Addams School where they carry on the Dalton Contract Plan, or the work of the elementary science curriculum center at Doan School, or the West Technical Greene House, or the Park Country Day School or such private schools as Hathaway-Brown, Laurel, University, or Hawkins.

The Fine Arts Garden is said to be the greatest cultural center in the world. The Museum of Art in its \$1,250,000 building gives instruction to 70,000 children yearly. Severance Hall, the new home of the Cleveland Symphony Orchestra, cost \$2,500,000 and gives twenty children's concerts each year to 30,000 children. Cleveland is an experimental ground in public school music education. The Western Reserve Historical Museum overlooks the lagoon and houses a world famous library on genealogy. Western Reserve University with its 15,000 students, the 30 million dollar Lakeside Hospital unit, the Garden Centre with its lecture courses, exhibitions, and plant clinic are all surrounding this noted center.

Those who are inclined to be outdoor minded, even at convention time, may wish to visit the Shakespeare Garden and the many other cultural gardens to be seen near Rockefeller Park. Nela

Park is known as the University of Light. It has 10,000 visitors yearly, and on its seventy-five acre hill top it is really a monument to scientific research in modern industry. The Wild Flower Garden, the Garden of the Shakers, the Bird Sanctuary, the 10,000 acres of metropolitan parks with hiking and nature trails, the Trailside Museum, the down-town Museum of Natural History, and hundreds of other interesting places for progressive visitors to study and enjoy will make your Cleveland trip a memorable occasion. From the time you arrive at the new Terminal Building Group, a mere 150 million dollar development, until you take a last look at the great city from its observation room on the forty-second floor, you will have a series of thrills.

By all means come to the Camp Directors meeting in Cleveland. You not only owe it to yourself but to your campers. And come early enough to get the full benefit of your trip.

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AMERICAN PHYSICAL EDUCATION ASSOCIATION

Dept. C, 311 Maynard St., Ann Arbor, Mich.

A Forest, Game Preserve, Etc.

(Continued from page 17)

age as Secretary Wallace says we must withdraw from agriculture.

4. The forest and game area will also serve to a considerable extent as a camp site and park for campers, hikers, and nature lovers. The forest and game areas may be off the main roads and without scenic advantages but the park areas should be near to or on main thoroughfares and accessible to centers of population. They need not necessarily be in a single piece, but should include to some extent at least the banks of lakes and streams, lookouts, and places of historic or scenic interest.

Among the social trends of the last decade, it has been shown by Professor McKenzie that the inner areas of our cities have lost about 30 per cent of their population while the outlying sections have gained about 50 per cent. The automobile and good roads have made the country accessible. The wealthy have moved out to escape city taxes, and to have large and beautiful grounds. Workers have moved out to have a garden and keep a few chickens. There is every reason to think that the shorter hours that are coming in will accelerate this movement. A park system can be provided in the country much more cheaply than in the city, and it is scarcely possible to provide adequate facilities to the villages and small cities except through a county system.

5. One of the gravest problems of the statesman and educator at present is to provide for

the right use of a leisure which is much in excess of anything that any people has ever known before. In the past, leisure such as this has usually led to increases in immorality, excesses of various types, and often to racial downfall. With the better class of the aristocracy of England and Europe it has led to an enthusiasm for hunting and other outdoor sports. There is no other single offering of leisure that seems quite so promising for the future as the cultivation of a love of the out-of-doors with the activities which it suggests.

The tourist trade in several states is worth more than any one of their other industries. The tourist trade is drawn by the facilities for recreation. No county can afford to have its people go outside for their holidays and leisure, because of its failure to make provision within its boundaries.

6. The creation and development of such a system of parks would offer in its reforestation, the development of its beaches, the building of its roads, cabins, shelters, benches, camps, and athletic fields, adequate work for all the able-bodied unemployed in the county.

The maintenance of such a system should not represent any considerable expense. In states operating such parks, a small area about the park entrance has often been sold for gas stations, garages, restaurants, and hotels for enough to pay the initial expense. A state or county park may offer to tourists the same services that are offered by tourist camps at substantially the same rates. Swimming beaches, boat houses, tourist cabins, parking places, gas stations, and golf links are often a source of profit. Food, wood, campers' supplies may be sold at regular prices. In some states these facilities are being leased as concessions, and in some they are being operated by the parks. In either case, a considerable income results. The state parks of Indiana, for example, are self-supporting.

The acquisition of land now going forward under the national government promises camping facilities for all far in excess of anything thought possible a few years ago. Parks and camp sites are basal needs that should be furnished in every government unit. The present developments, however, will leave many counties unprovided for. The prophetic eye seems to see the townships disappear within the next decade or so, and the villages largely lose their individuality and merge into the county.

Why Advertise in REDBOOK MAGAZINE

The answer to the above question is given in the words of a camp director who has advertised his camp in Redbook every year for 11 years:

"Camp M—— has advertised in Redbook for the past eleven years and 1935 will be the twelfth consecutive season. Each year has shown that Redbook has consistently placed several desirable boys in M—— and is a magazine where the clientele is looking for the best in camps. Redbook is a magazine of large circulation to families of culture and financial means. Good service and sound judgment by the Camp Bureau are responsible for numerous enrollments from Redbook."

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service, etc., address

Ethel F. Bebb, Director

CAMP DEPARTMENT

Redbook. 230 Park Avenue, New York
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Archery Golf

(Continued from page 14)

which prevents skidding on snow and ice. It also serves to help break the fall when this arrow is used for the distance shots. Such an arrow will not travel much more than 150 yards even if shot from a strong bow, but because of its large size and large feathers it is easily found even in fairly deep snow. Whatever type of arrow is employed, the rule should be made unanimous, and no player should be permitted to use any other type.

For winter play, the question of bows is important, because all bows whether wood or metal are more inclined to break in cold weather for several reasons. The most satisfactory bow for cold weather is the flat or so-called Indian style. This type is very substantial, holds up excellently, and is less apt to break than the ordinary target bow.

Since comparatively little accuracy is required except in the final shot at the target, bows can be much stronger than is usual for target weapons. College men should have bows in the neighborhood of forty or forty-five pounds, high school boys thirty-five to forty pounds, and girls should use bows from twenty-five to thirty-five pounds.

The exacting skill necessary in regular archery is not necessary in this game and the competitors will get their big thrill out of the distance shots, although as in golf those with the lowest score are those who do the best shooting on approaching the target, although they may be constantly out-shot in distance.

Viewpoints Underlying Program

(Continued from page 5)

trous way of an emotionally immature person spending a summer than in a camp situation. It becomes a living torture for all involved. Every counselor should have a working knowledge of sociology, psychology and mental hygiene.

Example—Gilbert. In this connection we recall a counselor who developed a mild case of schizophrenia under the stress and strain of living in a lodge with a group of boys. His own lack of emotional adjustment was reflected

in the lives of the boys in his charge. He started the season in fine shape but along about the fifth week became irritable and super-critical of his boys.

Investigation showed that his parents had separated during the summer and the mother was sharing her burdens with Gilbert. With the duties in camp this additional weight made his load too heavy. Immediate action was taken and both Gilbert and his boys were saved from ending the summer in greater and greater misunderstanding, annoyances and possible emotional injuries.

Now if the program of camp must be individualized in order to be most effective and for the most significant learnings to take place in the lodge group, it will be necessary to so organize our program procedures.

EDITOR'S NOTE.—A second article by Mr. Walker will appear in an early issue dealing with the organization of the camp program from the viewpoints established in the above article.

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Emblems and certificates for passing the tests may be secured at nominal sums.

Price of bulletin, \$10

**NATIONAL RECREATION
ASSOCIATION**

315 Fourth Avenue
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Snow Modeling

Winter brings a type of craftsmanship peculiarly its own—that of modeling in snow. The crude snow man which brings joy in childhood years, is in itself a type of snow modeling, but is only a feeble indication of the possibilities in the production of projects of fine artistic merit.

Animals, varying in size from kittens to elephants, may be fashioned from snow, and will challenge the imaginations of children and call forth the best of their artistic ability. The cooperation of an artist to model a piece or two as a demonstration is all that is needed to awaken interest. Some cities, Minneapolis particularly, conduct city-wide snow modeling contests each year for juniors and seniors, professionals and amateurs.

Here is how it is done: Assuming that we are to start with a small animal such as a dog or cat, build a foundation of snow about two feet square and soak it with water so that it will freeze. Insert four sticks for the legs into the foundation. Wet some snow to cover the legs, moulding it roughly as you go. Having completed the legs, wind some stove wire around the top of all four legs and lay a few short sticks across the wire to support the snow for the body.

Now fill a bucket or tub with snow and pour enough water in it to make it mushy. With this snow build the body, adding to it gradually until the form takes on the right proportions. Then insert a short stick at a 45° angle on which to build the head and another stick for the foundation for the tail. When the animal is thus roughly shaped, we are ready to begin the careful modeling with fingers, stick, and spoon. When all is complete, sprinkle water gently over it and let it freeze.

To color the animal, dissolve in water some ordinary paint powder of the color desired, obtainable at paint stores, and paint the model with it.

Try making a Santa Claus for the front lawn for Christmas, or a reindeer or a polar bear with a couple of cubs, or a miniature duplicate of your home. Let your imagination work and you will think of endless possibilities.

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MAGAZINE
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Has more than 100,000 circulation among families who can afford the better camps for their children.

Nina Frederica Berkley, Director Camp Dept.

Nature Game Cards

In presenting nature by the use of games and contests, a collection of bird, animal, flower and tree cards of various sizes is indispensable. The recreational leader will find endless uses for such cards both in educational and social play, and will do well to provide himself with a varied collection to meet the needs of various play situations. The leader who has never experimented with nature cards in games may not realize the joy they bring in social play, or appreciate their educational value.

The use of these cards is by no means limited to players informed on nature lore, or even to those sympathetic toward nature lore—the playing value of these games and contests is so great as to challenge the enthusiasm of all.

Happily, excellent nature cards may be obtained for very little expense, but they usually do not come already prepared for game use. Their preparation, however, is but a task of a few moments. Since leaders frequently have difficulty in locating the sources of nature cards of the desired types, the list below may be of value.

First, however, let us describe a game or two as examples of the type of play in which nature cards are used.

Scouting for Nature is an excellent evening game for summer camps as well as for clubs and social evenings. The leader needs a set of bird or animal pictures mounted on cards, not smaller than four by six inches in size. Seat the players in a compact group. The leader stands in front holding the cards. He holds up one picture and the player naming it first gets it—the leader tossing it to him. The contest is a free-for-all affair and as soon as a player thinks he knows the animal or bird, he yells out the name. One card after another is flashed in this way. The player wins who has the most cards at the end of the game.

In the card lists below, the following cards are used in Scouting for Nature: Birds—Sets 1, 2, and 8; Wild flowers—Sets 9 and 10; Garden Flowers—Sets 15 and 16; Animals—Set 18; Vegetables—Set 17.

Nature Card Race is a sample of the many games played with small nature cards of the size of playing cards. Divide the players into two or three teams and station them in parallel files. A few feet in front, scatter a number of small bird or animal pictures on the floor. The leader names a bird and the Number 1 players of the teams run forward and attempt to find the picture of the bird. The one finding it first scores one point for his team. The player is entitled to the card who first gets his hand on it. Then another bird is named and the Number 2 players run. The team wins that scores the most points.

Use the following sets of cards for this game: Birds—Sets 5, 6, 7 and 8; Flowers—Sets 14 and 11; Animals—Sets 19, 20, and 21; Trees—Set 22.

BIRD CARDS

1. *Birds We Know*. Woolworth 5 and 10 cent stores. A booklet containing twenty-five 6x8-inch colored plates of common birds. Get two books, cut out and paste on cards. 10c.

2. *American Song Birds*. New York: Singer Sewing Machine Company (149 Broadway). A set of 16 4x6-inch colored plates of common song birds. Quite satisfactory for game use. Free.

3. *Audubon Bird Cards*. Three sets of 50 pictures each: Spring, Summer, Winter Birds. New York: National Association of Audubon Societies. These are high-class colored plates of postcard size by Allan Brooks. Description on back. \$1.00 each set.

4. Bruce Horsfall, *Bird and Animal Paintings*. Washington, D. C.: The Nature Magazine. A collection of 100 beautifully done color plates 3 $\frac{1}{4}$ x4 $\frac{1}{4}$ inches, with description on back. Cut out and paste on cards. \$1.00.

5. *Bird Cards*. A collection of ten cards of playing-card size distributed free by local Coca Cola bottling companies.

6. *Bird Cards*. New York: Church and Dwight Company (27 Cedar Street). Four sets of 30 cards each, playing-card size, of birds in colors. Contains many rare birds. Buy all four sets and sort out the common birds into a pack for game use. Set No. 1 contains more common birds than the others. 6c in stamps per set.

7. *Red Book of Birds of America*, and *Blue Book of Birds of America*. Woolworth 5 and 10 cent stores. Booklets containing 100 birds each, illustrated with colored pictures 2 $\frac{1}{2}$ inches square. Buy both booklets, select the pictures of more common birds, cut out and paste on cards. 10c each.

8. Julius King, *Birds, Book 1, Birds, Book 2*, and *Birds, Book 3*. Cleveland: The Harten Publishing Company. Each book contains about a dozen and a half colored plates of common birds, 3 $\frac{1}{2}$ x5 $\frac{1}{2}$ inches in size. Cut out pictures and paste on cards. 10c each.

WILD FLOWER CARDS

9. *Wild Flowers We Know*. Woolworth's 5 and 10 cent stores. A collection of about 25 colored plates of flowers, usually 6x8 inches in size. Get two copies, cut out and paste on cards. 10c.

10. *Wild Flowers We Ought to Know*. Woolworth's 5 and 10 cent stores. A collection of about 25 colored plates of flowers, usually 6x8 inches in size. Get two copies, cut out and paste on cards. 10c.

11. *Wild Flower Postcards*. Washington, D. C. Wildflower Preservation Society (3470 Oliver St.). Beautifully done colored plates of postcard size of about 100 common flowers. 3c each card. There are

a number of sets of combinations of cards which, when bought in sets, cost 2c per card.

12. *Wild Flowers of New York*. Albany: New York State Museum. The colored plates for this big \$6.00 work can be obtained by themselves without the descriptive matter. High-class — beautifully done. Plates alone, \$2.00.

13. *American Wildflowers*. Washington, D. C.: Wildflower Preservation Society (3470 Oliver St.). Sixty-four small colored pictures of flowers with gummed backs, which can be cut out and pasted on cards of playing-card size, or on wall posters. Not particularly effective for game use. 55c.

14. *Flower Cards*. A collection of ten cards of playing-card size distributed free by local Coca Cola bottling companies.

GARDEN FLOWER CARDS

15. *Flowers in the Garden*. Woolworth's 5 and 10 cent stores. A booklet containing fifteen 6x8 inch colored plates of flower-garden flowers. Get two books, cut out and paste on cards. 10c.

16. *Seed and Bulb Catalogues*. Cut out the colored plates of garden flowers from seed and bulb catalogues and paste on cards. Seed stores usually have a collection of colored pictures for window or counter display. Free.

VEGETABLE CARDS

17. *Seed Catalogues*. From seed catalogues and seed stores, obtain colored pictures of vegetables and paste on cards. Free.

ANIMAL CARDS

18. *Wild Animals*. Woolworth 5 and 10 cent stores. A booklet containing twenty-two 6x8 inch colored plates of common wild animals. Get two books, cut out and paste on cards. 10c.

19. *Wild Animals and Domestic Animals*. Two sets of playing card size, 10 pictures each, distributed free by local Coca Cola bottling companies.

20. *Bruce Horsfall, Bird and Animal Paintings*. Washington, D. C.: The Nature Magazine. A collection of 100 beautifully done color plates $3\frac{1}{4} \times 4\frac{1}{4}$ inches, with description on back. Cut out and paste on cards. \$1.00.

21. J. G. Lawson, *The Book of Dogs*. Chicago: Rand, McNally, and Company. 100 pictures of the different breeds of dogs, varying in size from $2 \times 2\frac{1}{2}$ inches to $2\frac{1}{2} \times 3$ inches. Get two books, cut out pictures and paste on cards. 10c.

TREE CARDS

22. *American Trees*. Washington, D. C.: Wildflower Preservation Society (3470 Oliver Street). Forty-eight colored pictures of leaves, etc., with gummed backs, which can be cut out and stuck on cards about 3x5 inches in size. 55c.

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